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ABSTRACT

Humanities departments at higher education (HE) institutions throughout the United Kingdom must determine what business expects of the humanities, devise strategies to improve understanding of the objectives and contribution of HE in the humanities, and develop language and standards that will enable members of the academic and business communities to evaluate and improve the relationship between humanities education and the working world. Nearly 20,000 individuals, including many mature students, graduate from humanities programs in the United Kingdom each year. Humanities programs can broaden business thinking by preparing students to make complex judgments and think internationally and by shaping "useful" individuals with disciplined minds, essential numeracy and foreign language skills, and the ability to make informed choices. Despite the fact that much of the education provided in humanities programs prepares individuals with profiles promising for management, many employers have expressed concerns that a humanities degree is not a professional qualification and that humanities graduates must be trained. Companies and HE institutions must work together to ensure that humanities programs are a bridge to the working world. (Appended is a table summarizing the numbers of humanities first degrees awarded in 1988 by universities, polytechnics, and colleges throughout the United Kingdom.) (MN)

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THE COUNCIL FOR INDUSTRY AND HIGHER EDUCATION

TOWARDS A PARTNERSHIP

The Humanities For The Working World

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THE COUNCIL'S PURPOSE

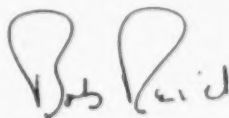
The Council for Industry and Higher Education is an independent body made up of twenty-six heads of large companies and eleven vice-chancellors, polytechnic directors, and heads of colleges. It came together in 1986 under the chairmanship of the Rt Hon Lord Prior, PC, Chairman of the General Electric Company, to encourage industry and higher education to work together and to represent their joint thinking to government.

Academics and businessmen alike believe that the UK's prosperity and vitality depend upon our rapidly becoming a more highly and broadly educated nation at every level and that, in particular, the perspectives and skills associated with mathematics, science, and technology must be central to that education. UK industry (with which we include commerce and the whole range of services) will flourish best in that context since its future success and competitiveness depend on responding creatively to continually more sophisticated surroundings, whether in building its workforces, identifying markets, developing products, structuring its own organizations, negotiating with governments, or defining its responsibilities towards the community at large.

In its original proposals for a national strategy to develop higher education and expand it, the Council insisted that "higher education, as a national asset, must maintain humane values and be strong in all its disciplines". In 1989 it established a working party to help it consider the relationship of the humanities disciplines to the rest of the working world, and in particular to the world of affairs. This paper is the outcome.

"The wonders of classics and the mysteries of physics are as good a preparation for management as the discipline of economics or the increasingly popular pursuit of business studies. The enhancement and enrichment of the mind confer a perspective on the individual which will be called on in their future direction of human affairs. It is the presence of this perspective which can produce the strategic thinking on which successful development and growth can be built....

"We are not looking for knowledge in our recruits. We are looking for mastery of the processes by which knowledge can be acquired and a maturity and sympathy gained from exposure to the mainstream of intellectual thought."

A handwritten signature in dark ink, appearing to read "Bob Reid". The signature is fluid and cursive, with the first name "Bob" and the last name "Reid" clearly distinguishable.

Robert P Reid, Chairman of Shell UK Limited
September 1989

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- 1.1 The Council for Industry and Higher Education believes that **the UK's higher education system should be rapidly expanded to cater for larger numbers, recruit them from a much larger segment of the population, and offer them a diversity of different learning opportunities at different stages of their lives.** A high priority is, of course, a rise in the number of those studying engineering and science, but **we also see and welcome the prospect of more graduates well trained and usefully educated in the humanities disciplines.**
- 1.2 Industry is by no means interested solely in the numbers of scientists and engineers. "As members of the community **we take pride in the vitality of national life derived from the value of the arts and humanities**", the Council has already said; "as employers we note that many of our best and most creative recruits in many departments and at many levels have their educational background in the arts. **Higher education, as a national asset, must maintain humane values and be strong in all its disciplines**".

Rethinking the purpose

- 1.3 **This paper is intended to encourage a debate:** within the academic community; among those who finance it, in government and in companies; and across these sectors. It also suggests some of what business expects of the humanities. Such a debate, we hope, will **clearly and powerfully reaffirm what the humanities, part of the mainstream of education, should continue to offer to society and to their students, many of whom will take their place in business.**
- 1.4 The relevance of the humanities in higher education in the next century ought to be no more in question than it has ever been. The criteria of relevance, however, as seen both by professionals of the disciplines and by outsiders, deserve to be rethought, brought up to date, and restated.
- 1.5 **It is essential that the contribution, aims, and objectives of higher education in the humanities should be publicly understood. That means that those aims will need to be compared with the capabilities which graduates need,** both to enrich their understanding and to contribute their best to tomorrow's working world.

Agreeing criteria

- 1.6 In the debate we propose, academic groups and professional associations of the various humane disciplines have important parts to play. They will find allies and partners for discussion among employers. The university classicists have already set an example. In response to an informal suggestion from the Council, they have prepared draft policy papers about the purposes of classical studies, and they plan a programme of research to determine employers' views on what classics graduates can and should offer them.
- 1.7 This discussion must discover **terms that both academics and employers can begin to use comfortably in common.** It is not for business to try to order the academic agenda, which it is quite unqualified to do. But we believe, from the Council's own work, that academics and people in business can find much common ground on how to judge the essential attributes of men and women whose liberal higher education has prepared them well for further training and for responsibility at work.
- 1.8 Such a debate is timely. Two new funding bodies, the Universities Funding Council and the Polytechnics and Colleges Funding Council, are both considering their own aims and the aims of the institutions they finance. Employers' thinking and needs are properly given more weight in their discussions than hitherto. **The contribution to be made by**

the humanities must be weighed and judged by agreed standards, which will differ from those applied to vocational disciplines such as engineering, medicine or business.

Confident teaching

- 1.9 There are other important reasons for encouraging discussion that can lead to a forward-looking set of agreed aims and objectives. **Students need to be taught by people who are fully confident of the special values and educational power of what they do, and who are able to convince their students of its worth to them.**
- 1.10 This sureness of purpose is the essential ingredient of high morale. It buoys up students as well as teachers, and it is fundamental to developing a lifelong curiosity and love of learning. It can also provide models of tenacity and leadership which will be useful to graduates as they take up working life.

Ends in themselves

- 1.11 The Council believes that **the scholarly pursuit of the humane disciplines**, which provide new forms of thought and renew the language of public debate, **not only is thoroughly proper but is in fact vital to the thriving and prosperous society we all look for.** One purpose of our economic efforts, corporate and individual, is to provide good scope for scholars, thinkers, artists, and writers: to enable them to speculate, to argue, to develop our culture, and to pursue other activities valued as ends in themselves.
- 1.12 Competitive, which means well-staffed, industry is the *sine qua non* of such activity. A pragmatic and business-like climate, which the UK needs to maintain its place in the world, is consistent with friendly views of the liberal arts. (International competition, often positively predatory, was an overriding preoccupation of both Greeks and Florentines, from whose thinking has come much of our science, mathematics, and humanities - our view, in fact, of what the humanities are.)

2. HOW MANY HUMANITIES GRADUATES? AND A SUMMARY

- 2.1 **Each year nearly 20,000 people graduate in the subjects we here describe as "the humanities". They are over one-sixth of all graduates.** The major subjects included are languages and literature, regional studies, history, the history of art, classics, archeology, philosophy, and theology. (A detailed breakdown is given in Appendix 1.) There has been a welcome trend, especially in the polytechnics, for these subjects to be studied in combination.
- 2.2 **Humanities graduates are eligible for about half of all the graduate jobs advertised.** These include not only those jobs where humanities degrees provide some professional preparation (such as arts administration, "heritage" work, and publishing), but also the much larger number of jobs (over 40 per cent of the total) for which employers specify no particular degree subject. Recent research shows that by the third year after graduation between 40 and 50 per cent of humanities graduates have chosen jobs in industry and commerce.
- 2.3 **The Council strongly supports the Government's declared aim of doubling the numbers in higher education by the early years of the next century.** While a priority remains a better supply of graduates prepared in science and engineering, business nevertheless expects to see more humanities graduates within the total.
- 2.4 **The proportion of those in the humanities will probably continue to drop, but we think the absolute numbers will continue to increase.** They have already risen quite sharply (by a quarter between 1979 and 1986). There is well-documented demand, some of it

currently unmet. Entry data show the humanities to attract many of the most able (not least, we believe, because of their long-term ability to attract inspiring teachers).

- 2.5 Women especially choose to study the humanities. We expect the proportion of women graduating annually will continue to climb above the present 43 per cent. At present almost twice as many women as men study the humanities. Even if more women choose science and engineering (as they are now choosing medicine in large numbers), their traditional preference is unlikely to disappear.

Choosing what to learn

- 2.6 In general **the personal preferences of informed students ought to be the main determinant of the pattern of courses offered.** Good humanities courses should be available to those able to learn from them; students' own academic inclinations ought as far as practicable to be met.
- 2.7 **The most important function of higher education is to inspire its students with a passionate inquisitiveness to continue learning through life.** Learning and enthusiasm for learning are bound together. A "market-led" system of higher education should be an important recognition of that.
- 2.8 There is no doubt scope for scholarships to be offered to encourage some students into shortage subjects, particularly those of immediate interest to industry. Through increasing contact with schools, companies will be trying to encourage sixth-formers to enjoy and choose vocational subjects, especially engineering.
- 2.9 It would, however, be unworkable to try to enforce centrally determined "priorities" by increasing the supply of places in subjects offering immediate training for industry at the expense of those which applicants actually preferred to study. Aside from the risk of more dropouts, such an approach would not encourage participation. **Higher education must find ways to attract people to whom the academic world is unfamiliar and potentially daunting.**

Mature students

- 2.10 The goal - a much more highly educated and curious society - implies that **we should work toward incentives and opportunities for many more people to undertake higher education later in life.** (More than half of US undergraduates are over 22 years old.) A high proportion of older students are likely to choose the humanities. Of course employers will hope to persuade as many as possible into technological fields, but mature students are as much attracted as younger ones by the breadth and insights associated with the humanities.
- 2.11 **We hope that higher education institutions, funding bodies, government, and employers will encourage mature students, whatever they choose to study. The national need is for many more people demanding to learn.** We must spread the habit of higher education in all its diversity across the social spectrum and through the generations. This cannot happen unless efforts to expand enrolment of mature students are supported, sustained, and spread more widely within and across institutions.

A common culture

- 2.12 The Robbins Committee in 1963 pointed to the role of universities in the "transmission of a common culture and common standards of citizenship". **The humanities have a central role in redefining and transmitting a common culture of objectivity, tolerance, judgement by relevant evidence, and fairness.** Industry and commerce, as corporate citizens, rely on the contribution of the humanities in helping to find means by which all can contribute their best to a better-educated society, capable of adapting to change.

3. BROADENING BUSINESS THINKING

- 3.1 International competition cannot be met without advanced technological processes and hardware. But many of the strategies for making the best of them - and of the opportunities they present - draw increasingly on ways of thinking associated with the humanities.
- 3.2 As an example, future developments in **information technology** may depend on the analysis or construction of patterns which owe as much to linguistics and philosophy as to mathematics and engineering. The systems mode of thinking now characteristic of much managerial planning, analysis, and control is as often logical at base as it is quantitative.

Complex judgements

- 3.3 Business grows more complex as it embraces changing technologies; responds to faster and more detailed flows of information; evaluates different countries as operating sites or as markets; interprets the personalities of potential consumers; or grapples with regulatory authorities and government agencies.
- 3.4 **Those able to understand multi-faceted aspects of a situation, and to make judgements which balance longer-term against immediate benefits, offer a special edge.** Education in the humanities has traditionally trained its students to view the world from a variety of perspectives: cultural, historical, political, geographical, philosophical, and linguistic. Many recent developments in teaching the humanities have been interdisciplinary, thereby reinforcing in practice the value of multiple perspectives.
- 3.5 Even within a single discipline, the humanities strongly emphasize the capacity to see a thing from several perspectives at once. "It is the mark of genius," F. Scott Fitzgerald wrote, "to be able to hold two contradictory ideas in the mind at the same time." In a world of abundant ambiguities and uncertainties, this is a valuable business attribute too.
- 3.6 As they respond to change and try to manage the present, companies are coming to see their competitive power in virtually continuous innovation in an uncertain world. Somewhat to its own surprise, **business is beginning to describe managerial virtues in the humanities' own vocabulary** of "imagination", "vision", "sensitivity", and "creativity". Moreover, in such a climate, the iconoclasm of a trained critical mind is a powerful business qualification.

Thinking internationally

- 3.7 **Taking good business decisions within Europe** implies an understanding of the common aspects of culture its countries share and the distinct historical experiences they inherit. Negotiation in Europe, including making sales there, will often be conducted in languages other than English and with an understanding of the related economic, political, and social background. We may be able to buy in English indefinitely, but we should expect to market in many languages.
- 3.8 International investment requires long-term judgements about social and economic trends: about the reorientation of the Soviet Union towards the West, for example, or the concentration of energy in the Pacific rim. **Many of the talents traditionally fostered for diplomacy are now needed by business.**

Human resources

- 3.9 **The powerful emerging concern with human resources will need to draw on all the humane disciplines.** Corporate concerns will become more and more the territory of students of history, literature, philosophy, language, and psychology.

- 3.10 Enlightened companies increasingly see their future creativity as generated within **teams of differing personalities with varied disciplines and talents**. Recruiters from companies in all sectors tell us that one of the principal qualities they seek is the ability to work well in a team. Many management development programmes feature multidisciplinary teamwork, and the capacity to motivate others often figures prominently in criteria for promotion.
- 3.11 Business has further reasons to consider issues of human resources. It is being asked to **extend its interests and the scope of its decisions into previously unfamiliar territory that the humanities are traditionally expected to illuminate**.
- 3.12 Companies deal intimately with governments at one end of the scale and with the personal development of their individual staff members on the other. They are asked, and agree, to play a part in regenerating inner cities, to participate in discussions about education, and to help in financing the arts. Industry and commerce play a role in forming and expressing the moral values of the time.

4. DEVELOPING USEFUL PEOPLE

Usefulness

- 4.1 The humanities have, over the last century and more, claimed to be a training ground for what the Robbins Committee called "the general powers of the mind". Their rigours have been held to strengthen the character and their attitudes to improve judgement and encourage objectivity. Whether or not the disciplines themselves were to be valued mainly in terms of their "usefulness", **education by means of them has traditionally been thought to turn out "useful" people**.
- 4.2 Managers at all levels in industry and commerce would be pleased to see those claims vigorously reasserted, explicitly formulated in course objectives, and carried through in practice. **Apart from demonstrated academic abilities, it is general intellectual skills and particular personal qualities that employers most seek**.
- 4.3 To some academics, no doubt, the most exciting students seem to be those who can themselves be trained up into a career of scholarship. A fast-reducing proportion of students, however, see themselves in higher education as academic apprentices. They need instead to draw what they can, often from a mix of disciplines, that will help them to become effective and wise in the world.

Disciplined minds

- 4.4 Employers of humanities graduates agree that interpreting demanding texts, distinguishing fact from assertion, and appraising doubtful arguments offer training in critical power and lucid expression; that well-taught history can familiarize students with the need to make balanced judgements on the basis of hazy and conflicting evidence; that philosophy includes thinking about the nature of decision-making, logical analysis, and solving problems; that close reading of literature sharpens people's critical faculties.
- 4.5 **Business particularly values among its managers those who can stand back from the pressures of immediate opinions and alluring trends**. Persuasive skills have their place, but so does the ability to see through them.
- 4.6 The critical techniques and traditions of the humanities can play an important role in giving graduates a measure of balance, making them aware of the limitations and implications of arguments and encouraging objectivity and disinterested enquiry. These too are business as well as academic virtues.

- 4.7 In its first policy statement Towards a Partnership, published in 1987, the Council said, under the heading "Communication skills":

"The Council believes that staff at universities and polytechnics would welcome it if companies would declare their preferences (as loudly and unanimously as possible) for recruiting from higher education only graduates demonstrably able to manipulate ideas, and express them to others confidently, in the best language of the time, which now includes mathematical concepts and terms.

"The recommendation from the Bullock Committee fifteen years ago, that the use of language is the proper concern of all schoolteachers across the whole school curriculum, urgently needs reinforcing and its application extending to higher education. An institution that required 'language competence' explicitly in every aspect of its teaching process would deserve the widest possible industrial support. The Council attaches much importance to this and would welcome experiments. They would be a powerful incentive to schools to improve their own teaching of communication skills."

- 4.8 A professor of history has recently proposed remedies for what he called "creeping illiteracy" among his own students. He stressed that the abilities to understand and to explain are inseparable from competent writing, and he criticized "essays constructed out of paragraphs which seem to have been put together in some sort of random order without any idea of how to develop an argument".
- 4.9 This academic concern is not new. Business shares it fully and is encouraged that this professor sees the remedy in his own words. "...It is quite practicable to aim to raise the standard of writing while we raise the standard of history."

Essential numeracy

- 4.10 Companies which recruit large numbers of graduates have recently noted that arts graduates otherwise ideally qualified have to be turned down for management jobs because they are unable to handle quantitative data. Managers must have the confidence to reason with and to extract information from numbers, and must be able to do so accurately.
- 4.11 **We think that humanities courses that excuse their students from respectable numeracy and everyday understanding of science will come to be seen as putting their students at an inexcusable disadvantage.** We are encouraged to see the growth of humanities courses which reinforce numerical skills and which familiarize their students with technology, including the use of computers.
- 4.12 A broader grounding at secondary level, to be established under the national curriculum, should help. Skills with numbers, however, cannot be allowed to rust away. Graduates entering industry, which is largely science- and engineering-based, will need to understand the current business they are in; this requires at least a good foundation on which to build awareness of new developments.

Foreign languages

- 4.13 **We think that in future all those whose higher education is in the humanities should expect to have a working command of at least one foreign language, written and spoken.** Many should be encouraged to know two. Employers will come to expect this and might even see it as a useful balance for an initial lack of specific vocational training. Practical experience of working or studying overseas, increasingly a component of degree courses - and not just for language students - will become more valued.

- 4.14 For some students, extended foreign language courses will form part of the overall mix of their three-year study programmes. In many cases, however, intensive language courses will have an important part to play. If the national school curriculum is successful in giving even a little language skill to many more children and in firing their initial interest in languages, those should be built on.
- 4.15 **There is scope for companies and language departments to collaborate in the design and resourcing of such courses**, some of which might fruitfully be offered to undergraduates and company employees together. Companies should be able to help in defining the range of language which would meet their own typical needs. They may also be able to help with overseas placements.
- 4.16 Employers will expect graduate linguists to be able to shift easily into the language of business and the world of affairs. Some language departments may need to widen their scope to ensure that they teach a broad understanding of the contemporary uses of language.
- 4.17 **Foreign languages must take a higher priority in British companies and academics can help greatly in making that come about.** Their professional bodies may want to consider the adequacy of their frameworks for consultation with employers.

Informed choices

- 4.18 We think that few students are in a position while still at school to make realistically informed choices about their careers or the best courses to follow through three or four years of study. Some departments in the humanities already set an example (which we hope others will take up) by offering **more flexible study patterns offering students greater choice as their preferences and career aspirations become clearer.** They may also build in work and study from outside the humanities. Visitors and occasional lecturers from business may be able to offer some help.
- 4.19 However they choose to do it, departments and institutions developing more flexible routes through higher education will benefit their students. Enabling students to make informed choices, as they go along, about the direction of their lives is itself an important part of education. Experience in taking decisions will also build students' confidence.

Humanities and other disciplines

- 4.20 The Council is impressed to learn of courses which inject work from the humanities disciplines into other - especially technological - courses. It is not a matter of trying to enliven them with a smattering of "liberal studies". Rather, the aim is to give practice in different ways of thinking to people otherwise immersed in factual, technical material, and to improve their reasoning power.

5. HOW EMPLOYERS JUDGE THEM

Personal development

- 5.1 To contribute creatively at work people need more than ever to see horizons beyond their immediate tasks, and to build the confidence, often shaky at first, to move forward intellectually in response to technological or managerial change. Many can gain confidence through courses based in the humanities (as, for example, the Open University has shown). Companies will judge such courses - and will adjust their view of humanities education - as they see the development of the personal attributes described below.

- 5.2 We share the views of one of our members, Robert Malpas, Chairman of PowerGen, who said in a recent university lecture:

"For most students a relevant learning experience is one that usefully extends them and prepares them for the rest of their lives and not one which assumes without question - as much traditional higher education has tended to - that the pursuit of knowledge in their chosen subject is the sole and only worthwhile objective.

"Teachers in higher education have a dual responsibility for the pursuit of excellence in their subject and the personal development of their students whatever their ambitions may be."

- 5.3 Business needs both specialists and generalists, but in either case it values those whose education is broadly based. Companies cannot predict their futures even a few years ahead. **The best preparatory education for forty working years is one which closes off as few opportunities as possible.**

Promising profiles for management

- 5.4 As employers' competition for good graduates has stiffened and as salaries have risen, company recruiters have tried to pin down **the qualities and abilities that make for success**. These are now often listed in the "profiles" provided by recruiters to explain to applicants what they are looking for. Such guides not only help graduating students, they can also help teachers to be aware of the skills and qualities that employers want.
- 5.5 A sample of such profiles (drawn from companies spread across sectors as varied as food, insurance, oil, chemicals, and industrial gasses) sketches the aspiring manager in these terms:

- **academic achievement:** demonstrated application and high standards of performance;
- **skills of analysis:** distinguishing relevant from irrelevant information, identifying issues and problems;
- **communication skills:** listening, speaking, and writing carefully and clearly;
- **commitment:** seriousness of purpose, initiative;
- **practicality:** realism, ability to set attainable goals;
- **maturity:** tenacity, independence, organization;
- **decisiveness:** fact-finding skills, clarity, judgement, courage;
- **imagination and creativity;**
- **capacity for hard work;** and
- **group skills:** teamwork, leadership, ability to motivate others, roundedness

Not a professional qualification

- 5.6 While all the humanities disciplines can be vehicles for a first-class preparation for working life, they are not a passport to it. A qualification in those academic disciplines is not in itself a qualification for employment in industry or commerce.
- 5.7 Humanities students must continue to be told that the world of affairs is increasingly professional and that humanities disciplines do not provide a professional training for it. **Liberal learning at universities and polytechnics is much better understood as excellent groundwork for training rather than as inadequate training for a job.**

Humanities graduates must be trained

- 5.8 **Graduates who confidently show the general capabilities we have listed will readily find employers willing to train them.** The big accountancy firms already attract a large and envied share of graduate talent by providing a postgraduate "professional apprenticeship" to the whole of the business and financial sector. At British Rail, to take a different example, 47 per cent of management traineeships are available to those with no vocational education. Increasing numbers of companies will share the cost of business-school training.
- 5.9 Employers will be choosy, the more so as salaries rise for the best graduate recruits. Attracting and developing talented people is an expensive investment: several companies have estimated the cost of recruiting and training one graduate at between £30,000 and £45,000, to get him or her to the point of making a real contribution to the business.
- 5.10 As things now stand, humanities graduates are less likely than others to have found full-time employment within six months of graduating. Competent graduates, often believing their education to be less relevant than it is, are said to undersell themselves for management jobs for which they might well be developed. They lack confidence, not least through inexperience of taking decisions.
- 5.11 Three years after graduation only a few remain unemployed. Many, however, find jobs which are not seen to realize their full potential. Valuable talent is wasted and graduates feel the lack of challenge.
- 5.12 Lecturers should understand and their students learn as early as possible that **most arts graduates will need further time and someone's money invested in their post-degree training, if they are to make the best of their prospects.** Prospective students, especially older ones counting costs, may increasingly consider courses offered by estimating the ground they might lay for professional training.
- 5.13 Some **vocational conversion courses** have always been available within higher education, in law and teaching, for example. Over the past few years postgraduate conversion courses in computing and information technology have been successfully launched to attract graduates from any discipline. One-year courses designed, resourced, and run jointly by companies and colleges, show considerable promise. **Employers and educators will want to consider whether the range of possibilities can be usefully extended and better marketed to humanities students.**

A bridge to the working world

- 5.14 **Companies and HE institutions should combine to ensure that higher education is seen throughout its length as a bridge for humanities students, as for others, into the world of affairs and employment.** Tutorial and careers advisory staff could help students in planning to explore that world as well as in the subsequent finding of further training or jobs.
- 5.15 **The concept of work experience needs to be broadened** beyond the traditional sponsorship and sandwich courses (though both of these should be extended), so that employers, public and private, expect as a matter of course to provide structured learning-on-the-job to students when away from their formal courses.
- 5.16 **Companies can make a major contribution** by determining to enlarge the number of places they offer, by opening their doors more widely, and by providing trained supervision to enable students to relate their learning to the world of practice. Work-shadowing can give students an inside view of the sorts of jobs to which they could later aspire.

Adequately paid summer jobs would also be an important contribution to students' support, as well as to their experience.

- 5.17 None of these suggestions is new. They represent no more than recommendations to follow proven good practice. If such broadening experience can become part of the training of all humanities graduates, a big change will have been achieved.

HUMANITIES FIRST DEGREES, 1988

	UNIVERSITIES		POLYTECHNICS		COLLEGES	
	M	W	M	W	M	W
Librarianship	2	31	47	226	8	14
Others & Comb.	25	42	-	-	-	-
Linguistics	30	94	-	-	-	-
English	813	1704	117	339	72	211
American Studies	56	78	-	-	-	-
Classical Studies	225	249	-	-	-	-
French	185	717	-	-	-	-
German	98	316	34	116	13	47
Hispanic Studies	33	112	-	-	-	-
Russian	49	107	6	8	-	-
Other European	84	247	7	44	-	-
Chinese	21	51	-	-	-	-
Other Oriental/ Asian/African	43	54	-	-	-	-
Others & Comb.	633	1678	133	513	36	98
History	1589	1345	95	80	80	63
History of Art	97	278	-	-	-	-
Archaeology	129	142	-	-	-	-
Philosophy	292	164	22	9	18	12
Theology	400	279	13	10	14	26
Others & Comb.	137	145	624	1094	664	1370
SUBTOTALS	4941	7833	1098	2439	908	1841

OVERALL TOTAL

19057

University data from Universities Statistical Record.

Polytechnic and College data from the Department of Education and Science.